



# **Explicit Instruction: Effective and Efficient Teaching**

## **Part 1- Delivery of Instruction**

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Archer, A. & Hughes, C. (2011) *Explicit instruction: Effective and efficient teaching*.  
New York, New York; Guilford Press.

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# **EFFECTIVE INSTRUCTION**

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- **Critical Content**
- **Design of Instruction**
- **Delivery of Instruction**
- **Independent Work**
- **Management**

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# **Delivery of Lesson**

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- Gain and maintain attention.
- Elicit responses.
- Provide engaging passage reading practice.
- Maintain a perky pace.
- Monitor students' responses.
- Provide corrective feedback.
- Provide positive behavioral support.

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## Video #1 Preview

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- Best practices

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## Video #1 Preview (continued)

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- Best practices

- Questions

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## **Delivery of Instruction - *Gain and maintain attention***

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### **Procedures for Maintaining Attention**

- Gain attention.
- Elicit responses from students.
- Maintain a perky pace.
- Maintain close proximity to students.
- Connect with students.
  - Greet students as they enter classroom.
  - Maintain eye contact.
  - Smile.
  - Use students' names.
  - Monitor student performance. (Circulate if necessary.)
- Add delight and humor.
- Teach with enthusiasm.

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## **Delivery of Instruction - *Gain and maintain attention***

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### **Other ways to increase attention**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

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## Active Participation - Why?

- Opportunities to respond related to:
  - Increased academic achievement
  - Increased on-task behavior
  - Decreased behavioral challenges
- Caveat - Only **successful** responding results in these outcomes.

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## Active Participation - What?

Opportunities to Respond

**Verbal Responses**

**Written Responses**

**Action Responses**

**All Students Respond.** When possible use response procedures that engage all students.

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## Delivery of Instruction - *Active Participation*

### Think Pair Share

What are ways that students can respond in a lesson?

1. Verbal
- 2.
- 3.
- 4.
5. Written
- 6.
- 7.
- 8.
9. Action
- 10.
- 11.
- 12.

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## Delivery of Instruction - *Active Participation*

### ■ Think

- Have students think and record responses.
- As students are writing, move around the classroom and record students' ideas and their names.


### ■ Pair

- Have students share their ideas with their partners. Have them record their partner's best ideas.
- As students are sharing, continue to record their ideas and names.

### ■ Share

- Display students' ideas and names on the screen and use this for sharing.

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## **Delivery of Instruction - *Elicit Responses (Choral Responses)***

### **Choral Responses**

- **Use when the answers are short and the same across students.**
- **Excellent procedure for quick review.**
  
- **Students are looking at the teacher.**
  - Ask a question.
  - Put up your hands to indicate silence.
  - Give thinking time.
  - Lower your hands as you say, “Everyone.”
  
- **Students are looking at a common stimulus.**
  - Point to the stimulus.
  - Ask a question.
  - Give thinking time.
  - Tap for a response.

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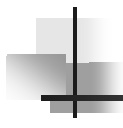


## **Delivery of Instruction - *Elicit Responses (Choral Responses )***

### **Choral Responses**

- **Students are looking at their own book/paper.**
  - Ask a question.
  - Use an auditory signal (“Everyone.”).
  
- **Hints for Choral Responses**
  - Give adequate thinking time.
  - Have students put up their thumbs OR look at you to indicate enough thinking time.
  - If students don’t respond or blurt, repeat.

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## **Delivery of Instruction - *Elicit Responses (Choral Responses )***

- **Benefits of Choral Responses**

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## **Delivery of Instruction - *Elicit Responses (Partners)***

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### **■ Partners**

- Assign partners.
- Pair lower performing students with middle performing students.
- Give each partner a number (#1 and #2)
- Sit partners next to each other.
- Utilize triads when appropriate.

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## **Delivery of Instruction - *Elicit Responses (Partners)***

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### **Benefits of Partners**

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## Delivery of Instruction - *Elicit Responses (Partners)*

### Other hints for partners

- Teach students how to work together. LOOK, LEAN, AND WHISPER
- Teach students how to give and receive encouragement and compliments.  
  
(Give: Look at your partner. Think about the compliment. Deliver the compliment with a pleasant face and voice.)  
(Receive: Look at your partner. With a pleasant face and voice, say "Thank you.")
- In primary grades, have students come to the "rug area" with their desk partner so that new partners do not have to be assigned.
- To facilitate partners at small group tables, tape cards on the table with the numbers #1 and #2 and arrows pointing to each partner.
- Change the partnerships occasionally (every three to six weeks).
- Join two partnerships to form cooperative teams.

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## Delivery of Instruction - *Elicit Responses (Partners)*

### Uses of partners

1. Say answer to partner.
2. Brainstorm (**Think, Pair, Share**).
3. Retell content of lesson using a graphic organizer, power-point slides, or graphics.
4. Use the **Teach-Pause** procedure.
5. Review content (**Study, Tell, Help, Check**).
6. Explain process, strategy, or algorithm using examples.
7. Read to or with partner.

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## **Delivery of Instruction - *Elicit Responses (Partners)***

### **■ Study**

- Give the students a minute or two to study the material that you have presented. This might entail rereading notes, text material, or a handout.

### **■ Tell**

- Tell one of the partners to tell all they remember about the topic. You may wish the other partner to count or tally the ideas.

### **■ Help**

- Have the second partner assist by:
  - Asking questions
  - Giving hints
  - Telling additional information that they recall

### **■ Check**

- When both partners have exhausted all information that they can recall, they should check their notes, text material or handout.

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## **Delivery of Instruction - *Elicit Responses (Partners)***

### **Other Uses of partners**

1. Monitor partner to see if directions are followed.
2. Share materials with partners.
3. Assist partners during independent work.
4. Collect papers, handouts, assignments for absent partners.
5. Provide feedback on written products of partner.
- 6.
- 7.
- 8.

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## Video #2

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- Best practices

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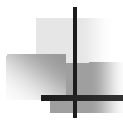
## Video #2 (continued)

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- Best practices

- Questions

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## Delivery of Instruction - *Elicit Responses (Individual Turns)*

### ■ **Less desirable practices**


#### **#1. Calling on volunteers.**

##### **Guidelines:**

- Call on volunteers when the answer is a product of personal experience.
- Don't call on volunteers when the answer is a product of instruction or reading. Instead expect that all students could answer your question.

#### **#2. Calling on inattentive students.**

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## Delivery of Instruction - *Elicit Responses (Individual Turns)*


### ■ **Option #1 - Partner First**

- Have students share answers with their partners.
- Call on a student.

### ■ **Option #2 - Question First**

- Ask a question.
- Raise your hands to indicate silence.
- Give thinking time.
- Call on a student.

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## Delivery of Instruction - *Elicit Responses (Individual Turns)*

### **Option #3 - Whip Around or Pass**

- This strategy is best used when there are many possible answers to a question.
- Ask the question.
- Give students thinking time.
- Start at any location in the room. Have students quickly give answers, going up and down the rows without commenting. Students are allowed to pass if they do not have a response or someone has already shared the same idea.

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## Delivery of Instruction - *Elicit Responses (Individual Turns)*


### **Procedures for calling on students to insure that all students are involved.**

**Procedure #1** - Call on students in different parts of the room.

**Procedure #2** - Write names on cards or sticks. Draw a name.

**Procedure #3** - Use two decks of playing cards. Tape one playing card to each desk. Draw a card from a matched set of cards.

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## Delivery of Instruction - *Elicit Responses (Individual Turns)*

- If a student is called on and says “I don’t know,” scaffold his/her response.

**Procedure #1** - Guide the student to the correct answer by asking questions.


**Procedure #2** - Have student consult with his/her partner.

**Procedure #3** - Have student refer to his/her book.

**Procedure #4** - Have student tell the “best” of previous answers.

**Procedure #5** - Tell student an answer.

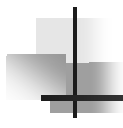
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## Delivery of Instruction - *Elicit Responses (Written Responses)*

- **Written responses**
  - Gauge the length of the written response to avoid “voids”.
    - Make the response fairly short OR
    - Make the response “eternal.”
  - To keep students from “sneaking” ahead.
    - Expose limited items on the screen. OR
    - Have students put their pencils down to indicate completion OR have them turn their paper over.
  - Move around the room examining written responses and giving feedback.

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## Delivery of Instruction - *Elicit Responses (Written Responses)*

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### ■ **Response Slates**

- Give a directive.
- Have students write their answers on individual whiteboards, slates, or chalkboards.
- When adequate response time has been given, have students display their slates.
- Give feedback to students.

- (Writing and displaying answers using ipads is the high tech adaptation of response slates.)

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## **Video #3**

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- **Record Best Practices**

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## Delivery of Instruction - *Elicit Responses (Written Responses)*

### Response cards

- Have students write possible responses on cards or paper or provide them with prepared cards.

Examples:

Simple responses: Yes, No; Agree, Disagree; True, False

Graphemes: sh, wh, ch, th

Punctuation Marks: . ? ! ,

Math Operations: + - X

Math Vocabulary Terms: perimeter, area

Content Area Terms: Examples Science: Igneous, Sedimentary, Metamorphic

Social Studies: Legislative, Executive, Judicial


Language Arts: Fiction, Non-fiction

Music: 1 beat, 2 beats, 3 beats, 4 beats, 1/2 beat, 1/4 beat, 1/8 beat

- Ask a question.
  - Have students select best response and hold it under their chin.
  - Ask students to hold up response card.
  - Carefully monitor responses and provide feedback.
- NOTE: Electronic "clickers" are the high tech version of response cards.

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## Delivery of Instruction - *Elicit Responses (Action Responses)*


### ■ **Touch stimulus.**

- Ask students to “Put their finger” on stimulus.
- Increases attention given to stimulus.
- Allows monitoring to determine if students are looking at the desired stimulus.

### ■ **Act out.**

- Students act out story, vocabulary term, concept, or process.

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## Delivery of Instruction - *Elicit Responses (Action Responses)*

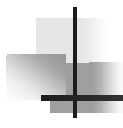
### ■ **Gestures**

- Students use gestures to indicate answer or to facilitate recall of process. (“Hold up a figure for each sound in the word last.” “Point to the ones column.” “Make a composite volcano.”)

### ■ **Facial Expressions**

- Students indicate answer by changing facial expression. (“Show me glum.” Show me not glum.”)

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## Delivery of Instruction - *Elicit Responses (Action Responses)*


### **Hand signals.**

- Use thumbs up/thumbs down to indicate yes/no or agree/disagree.
- Use hand signal to show level of understanding (High - touch head; OK - touch throat; Low - stomach).

OR

- Write items on the board/overhead and number them.  
(1. concentrate, 2. absurd, 3. enemy, 4. disgusting)
- Carefully introduce and model hand signals.
- Ask a question. Have students form answers on their desk.
- When adequate thinking time has been given, have students hold up their hands showing responses.

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## Delivery of Instruction - *Elicit Responses*

### **■ Which of these methods will you use/do you use?**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

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## **Video #4**

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- Best Practices

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## **Video #4 continued**

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- Best Practices


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## Passage Reading Procedures

- Optimize the amount of reading practice.  
“Words on the tongue.”
- Reduce use of “round-robin” reading in large group settings.
  - Amount of practice decreases as group size grows.
  - Many disadvantages for **Reader**.  
(e.g., *Low reader embarrassed. Soft voice. Slow reading. Many errors.*)
  - Many disadvantages to **Listener**.  
(e.g., *Off-task. Bored. Shouting out words to reader. Reading ahead. Management problems.*)
- See alternatives to “round-robin” reading.

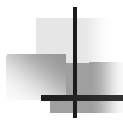
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## Delivery of Instruction - *Passage Reading - Echo Reading*

- **Echo Reading**
  - Teacher reads a word, phrase or sentence.
  - Students “echo” read the word, phrase or sentence.
  - Useful for building fluency and expression.
  - Needs to be faded as students grow in reading skills.

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## Delivery of Instruction - *Passage Reading - Choral Reading*

### **Choral Reading**

- Read selection with your students.
- Read at a moderate rate.
- Tell your students, “Keep your voice with mine.”

(You may wish to have the students pre-read the material silently before choral reading.)

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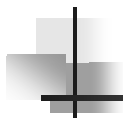
## Delivery of Instruction - *Passage Reading - Cloze Reading*

### **Cloze Reading**

- Read selection.
- Pause on “meaningful” words.
- Have students read the deleted words.

(Excellent practice for reading initial part of a chapter or when you need to read something quickly.)

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## Delivery of Instruction - *Passage Reading - Individual Turns*


### **Individual Turns**

- Use with small groups.
- Call on an individual student.
- Call on students in random order.
- Vary the amount of material read.

### **If used with large group,**

- Assign paragraphs for preview and practice. OR
- Utilize the me or we strategy. When called on, student has the option of saying “we” and asking everyone to join in reading.

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## Delivery of Instruction - *Passage Reading - Silent Reading*

### **Augmented Silent Reading**

- Pose pre- reading question.
- Tell students to read a certain amount and to reread material if they finish early.
- Monitor students’ reading. Have individuals whisper-read to you.
- Pose post- reading question.

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## Delivery of Instruction - *Passage Reading - Partner Reading*

Assign each student a partner.

- **Reader** whisper reads to partner. Students alternate by sentence, paragraph, page, or time.
- **Coach** corrects errors.  
Ask - *Can you figure out this word?*  
Tell - *This word is \_\_\_\_\_. What word?*  
*Reread the sentence.*

**Alternatives to support lowest readers**

1. Lowest readers placed on a triad.
2. First reader (better reader) reads material. Second reader reads the SAME material.
3. Students read the material together.
4. Before reading, students can say ME (I will read.) OR WE (Please read with me.)

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## Video #5

**What passage reading procedures were used?**

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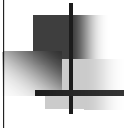




## What passage reading procedures do you/will you use?

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- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



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## **Delivery of Instruction - *Monitor Students' Responses***

**Benefits of constantly monitoring students' responses during instruction and independent work.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

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## **Delivery of Instruction - *Monitor Students' Responses***

- **Walk around.**
- **Look around.**
- **Talk around.**

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## **Delivery of Instruction - *Monitor Students' Responses***

- As you carefully listen to and look at student responses, ask yourself these questions:
  1. Are the responses correct or incorrect?
  2. If the response(s) is incorrect, what type of correction procedure should be used?
  3. If the response(s) is correct, what type of affirmation/praise would be appropriate?

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## **Delivery of Instruction - *Monitor Students' Responses***

4. What adaptations, if any, should be made in the current lesson?
  - a. Can the lesson go forward?
  - b. Should confusing facts, concepts, skills, or strategies be retaught immediately?
  - c. Should additional practice be provided within the lesson?
5. What adaptations, if any, should be made in future lessons?
  - a. Should facts, concepts, skills, or strategies be retaught?
  - b. Should additional practice be provided?

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## **Delivery of Instruction - *Provide Immediate Feedback***

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- **Acknowledge/Praise**
- **Encourage/Support**
- **Correct errors**
  - Correct errors with the individual or the group.
  - Correct with a neutral affect.
  - Use: **I do it. We do it. You do it.**

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## **Delivery of Instruction - *Provide Immediate Feedback***

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### **Corrective Feedback is:**

- Provided
- Immediate
- Specific and informative
- Focused on the correct versus incorrect response
- Delivered with appropriate tone
- Ended with students giving correct response

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## **Delivery of Instruction - *Provide Immediate Feedback***

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### **Praise is:**

- contingent (IF – THEN)
- specific
- provided for noteworthy performance
- focused on achievement and effort rather than personality attributes
- comparing students to themselves rather than to other
- positive, credible, genuine

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## Monitor and Provide Feedback

<b>Correct and quick response</b>	Acknowledge and move on.	"Correct" "Yes, that's right."
<b>Correct but hesitant response</b>	Acknowledge and add brief 'firm-up explanation'.	"Correct. Since this is a telling sentence, we would end the sentence with a period."

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## Monitor and Provide Feedback

*Students should ALWAYS practice correct response.*

<b>Incorrect response when "fact" requested.</b>	<ol style="list-style-type: none"> <li>1. Model the correct answer. (I do it.)</li> <li>2. Check understanding. (You do it.)</li> <li>3. Check again.</li> </ol>	<p>(Student says /o/ for /a/.) "This sound is /a/?"</p> <p>"What sound?" /a/ "What sound?" /e/ "What sound?" /o/ "What sound?" /a/</p>
<b>Incorrect response when strategy or rule used.</b>	<ol style="list-style-type: none"> <li>1. Guide student(s) to the correct answer by asking questions on the steps of the strategy or rule. (We do it.)</li> <li>2. Check understanding. (You do it.)</li> <li>3. Check again.</li> </ol>	<p>(Students spell <i>sitting</i> for sitting.) "Does sit end with a CVC?" yes "Does the ending begin with a vowel?" yes "So do we double the final consonant?" yes "Everyone, write sitting on your slate." "Show me."</p>

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## **Delivery of Instruction - *Maintain a Perky Pace***

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- Prepare for the lesson.
- Use instructional routines.
- When you get a response, move on.
- Avoid verbosity.
- Avoid digressions.

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## **Management**

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- Organize the classroom to promote appropriate behavior.
- Guidelines for room arrangement.
  1. Students are facing the teacher during instruction.
  2. The teacher can easily monitor all areas of the room.
  3. All parts of the room are visible.
  4. Materials are accessible.
  5. Students can easily work with a partner and/or a team.
- Examples

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# Management

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## Big Ideas

- Anticipate and remove.
- Avoid the void.
- Communicate clear expectations.
  - Rules
  - Looks like/Sounds like charts
  - Routines

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# Management

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## Big Ideas

- Establish “routines”

### Examples

Required materials  
No materials in class  
Distributing materials  
Giving assignments  
Handing in assignments  
Late assignments  
Moving in and out of the class  
Beginning of Class: Warm-up activities  
End of class: Closing activities  
Use of pencil sharpener, drinking fountain, bathroom

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# Management

## Gaining assistance during independent work.

Teach students a routine that encourages on-task behavior and independence.

- Routine #1. **Only when near.** The teacher moves around the room. If an item is difficult, the student marks it on his/her paper and continues working. Students raise their hands when the teacher is near.
- Routine #2. **Question Card.** Students have a red/green card or a playing card. If a student has a question, the student turns over the card and continues working until the teacher can assist.
- Routine #3. **Three Before Me -** The students ask three students for assistance before requesting help from the teacher.

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# Management

## Asking questions during the lesson

Teach students a routine that emphasizes “public” versus “private” questions.

- **Public questions**  
If the answer to the question would be useful to all students, the student would raise his/her hand and ask the question.
- **Private questions**  
If the answer would only be useful to the student, the student would do one of the following:
  - Option #1. Turn over red/green card or playing card.
  - Option #2. Place hand on “heart”.
  - Option #3. Wait until the teacher is near during monitoring.

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# Management

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Big Idea

- **Connect.**
- **Catch students being good.**  
Provide specific praise.  
Focus praise on effort, persistence, and learning that occurred.

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# Management

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- **TEACH WITH PASSION.**
- **MANAGE WITH COMPASSION.**

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